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The Limits and Opportunities of Peacekeeping Training and Education

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Abstract

Over the period of the last fourteen or so years conflict- the fundamental characteristics thereof- has undergone a tremendous metamorphosis. The observation is not one made in vain. It is important to consider as it is the very raison d'être for the increased attention and focus on the issues of education and training for peacekeeping operations. It has promoted an evolution in the way in which we respond to conflict and then by default, in the ways in which we prepare therefore. Modern day operations incorporate an ever widening range of activities which may be political, economic, social, humanitarian, and military.

The aim of this paper then is to explore the concepts of *education* and *training* as they relate to the preparation of military, police, and civilian personnel. Comprehensive training is so essential to enable them to individually and then jointly function in a complex multi-dimensional setting to achieve the ultimate purpose of maintaining international peace and security. To this effect, the paper looks at the training needs and challenges facing these elements. In other words, in order for them to better contribute in an operation, what skills on top of the ones they already have must we cultivate and build upon, and in trying to do so, what obstacles do we face and what are some of the ways we can address them? Multinationalism of peace operations guarantees that we will encounter the problem of wide discrepancies between the skills and abilities of the different national contingents. Thus the need to develop some common standards in training content and methodology is high lighted. On the issue of methodology, the question posed is, how do we train? How do we impart knowledge and develop skills? Several methodologies are considered and the paper reveals both the opportunities and limits they present. In considering these it is demonstrated how the best training strategy is one that employs a combination of methods.

The issue of capacity building for training centres is an important one that has not been given due attention. There are several centres that require some form of support in their efforts to ready personnel, be it in the forms of material, financial, or human resource support. The Malaysian Peacekeeping Training Centre and the Peacekeeping Training Centre for CivPols in Bangladesh serve to illustrate some of the problems encountered by some centres and there is also mention of the ways in which these challenges can be addressed.

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Peacekeeping is a risky business. In order to improve our chances for success and survival, we must prepare and make sure that we go into the field with the right material, attitudinal, and practical gear. Training offers us one of the best chances for achieving success. For this fact, it deserves our mention and attention.

1. The Changing Faces of Conflict and Peacekeeping Operations

One of the premier purposes of the United Nations (UN) is "To maintain international peace and security".[1] Peacekeeping then is one important mechanism the UN has employed in its efforts to attain peace and security across the globe.

If we look at the evolving history of conflict over the years, we can observe some important trends in the nature thereof. 21st Century conflict is increasingly being waged at a sub-state level. In this way, professional national armies have been replaced by non state entities including inter alia warlords, militia groups, clans, and even child combatants. Another prevalent trend of present day conflict is its propensity to blur in part or in whole the distinction that exists between the civilian and the combatant as the former is now viewed as a legitimate target (or indeed himself becomes an aggressor).

Civilians and in particularly women and children have become the main victims. At the commencement of the 20th Century, civilian casualties totaled approximately fifty percent of war related deaths. This figure increased to 75 percent by the end of the century.[2] The situation of tremendous human suffering on populations has increasingly come to be known as *complex emergencies*. These can be described as "humanitarian crises in a country, region, or society where there is a total or considerable breakdown of authority resulting from internal or external conflict and which require an international response that goes beyond the mandate or capacity of any single agency and or the ongoing United Nations country programme."[3] Complex emergencies typically include wide spread violence leading to loss of life, severe human rights violations, and widespread damage to societies and economies.

This shift in the conflict paradigm has necessitated changes in the way that peacekeeping operations are composed and managed and in the way that we respond to both inter and intra state conflict. In 1992, former UN Secretary General Boutros Ghali identified five main elements that UN forces, be they military or civilian could employ in their efforts to manage and resolve conflict.[4] They are reflective of the growing scope and complexity of UN activities and give us an indication as to how we can more comprehensively embrace and achieve the objectives of the UN charter. They include:

Preventive diplomacy—a primarily political process involving action 'to prevent disputes from arising between parties, to prevent existing disputes from escalating into conflicts, and to limit the spread of the latter when they occur.'

Peacemaking—also a primarily political process mandated by Chapter VI of the UN Charter to bring hostile parties to an agreement through activities such as mediation, judicial settlement and negotiations.

Peacekeeping—the deployment of a UN presence with the consent of all parties concerned, normally involving UN military and civilian personnel. Peacekeeping is a technique that expands the possibilities for both the prevention of conflict and the making of peace.

Peace enforcement—the use of force (as a last resort) mandated by Chapter VII of the UN charter in order to restore international peace. Such action may be undertaken in conditions where the peace has been threatened, a breach of peace occurs, or an aggression has been perpetrated.[5]

Peace-building—a mainly political process, which is very important in the aftermath of a conflict.

Includes measures designed 'to foster economic and social co-operation to build confidence among previously warring parties; develop the social, political, and economic infrastructure to prevent future violence; and lay the foundations for a durable peace.'[6]

In this way it becomes evident how the UN mandate has evolved to include duties that are increasingly of a non military nature. In the era of *classical peacekeeping*, peacekeepers were mostly concerned with the monitoring of cease-fires and inter-positioning between belligerents. However, in today's *complex interventions*, they are tasked with such activities as the demobilization and reintegration of former combatants into civil society; repatriation of refugees and internally displaced peoples; human rights monitoring; civilian policing; electoral assistance; election monitoring and constitutional and political reconstruction. In certain instances such as Kosovo and East Timor, peacekeepers have had the added duty of rebuilding entire state bureaucracies such as the judiciary, education system, state administration and so forth.

In other words, the organizations' role has become that much more challenging, necessitating action beyond the traditional response with its emphasis on consent, impartiality and non use of force. Internal conflict necessitates a complex response, one which involves military activities, humanitarian relief and long-term development. Thus whilst the military remains the backbone of peace operations, it is not the most dominant component and what we can see is an increasing incorporation and utilization of civilian actors in peace operations. Their duties have expanded as evidenced in missions in Cambodia, Somalia, and the former Yugoslavia, in which they carried out duties similar to those performed by civilian society, and also large humanitarian assistance programmes for refugees and internally displaced persons.[7]

Consequently, current day peacekeeping operations have evolved into *multilateral, multidimensional,* and *multinational* affairs.[8]

Multilateral translates into the participation of multiple levels of actors in an operation. These might include the conflicting parties themselves, the peacekeepers, the UN and other international organizations. The operations are *multidimensional* in that they integrate military, civilian police, and other civilian actors, each of whom have a specific duty to fulfill. Civilian Police (hereafter CivPol) for one have increased in visibility and are often an integral component of peace operations. Their responsibilities lie between those of the military and those of other civilian actors. *Multi-nationalism* implies that the different components of a peace mission, be they military or civilian are pooled from several countries, each with a distinct political and cultural background, as well as an own approach to conflict resolution, and which if not well managed can serve to undermine the effectiveness of a mission.[9]

One of the greatest challenges presented by the fact of multidimensionality and multinationalism in modern day peace operations is that it becomes difficult at times to realize a common doctrine that guides the preparation and deployment of personnel. Country A may posses a different perception and understanding for instance of what is meant by the principles of neutrality and consent, or the use of force to country B. In other words, the different nations operating in a peace mission may bring to the table differing strategic, operational, and tactical doctrines. This situation is further agitated by the absence of clear guidance in the form of UN peacekeeping doctrine. In order to improve upon the chances of success of a mission, there needs to be consensus amongst the Troop Contributing Countries (TCCs) about the *whys*, *whats* and the *hows* of conducting operations.

In an attempt to bridge this doctrinal divide, in particularly at the tactical level, as well as to develop a more comprehensive and coordinated system, the UN Department of Peacekeeping Operations, Military Division - Training and Evaluation Service (TES) developed Standardized Generic Training Modules

(SGTM). The modules for the first level of the SGTM were developed as part of a consultative process with peacekeepers, organizations, and member states and were to serve as a compliment to national training. Thus TES aimed to provide advice and guidelines on peacekeeping training by developing and coordinating the standardization of materials for personnel to be deployed in peace operations. Its publications are distributed to Permanent Missions, National and Regional Training Centers, Emerging Troop Contributing Countries, and Field Missions.[10]

2. Training and Education: A Conceptual Understanding

With the preceding discussion as a backdrop, this paper would now like to turn to its main focus which is that of the training and education of personnel. If peacekeeping is one fundamental tool employed by the UN in its objective of maintaining international peace and security, then there is a corresponding obligation on the organizations part to continuously be innovative and undertake investments that will improve upon it. One such investment relates to the training and education of peacekeepers.

Broadly speaking, training and education are important in three fundamental ways. Firstly, we engage therein to improve the likelihood of achieving mission success, of better assisting and offering relief to victims, and to assist in the successful transition of societies from conflict to peace. Secondly, the environment in which peacekeepers have to operate has become increasingly precarious as they are exposed to a higher degree of risk. Indeed, they have found themselves operating in situations where there is no peace to keep and where violence has all but ceased. Thus training for working under such conditions is an imperative. The third relates to the classification of peacekeeping operations as multidimensional. The military, CivPol, and civilian specialists are distinct but complementary components. They each have differing organizational and operational cultures which need to be managed. They need to have exposure to one another, to learn each other. And since they work together, it also follows that they should train together. The challenges of training and education are that they need to serve these three main tiers of an operation in a way that addresses their specific needs while at the same time ensuring the need for standardization which in turn will contribute to mission success.

With that having been said, it is important at the outset to define in as explicit manner as possible, what is meant by *Training* and *Education*.

As defined by the Challenges Project[11], *Training* is “the provision of the technical and procedural knowledge and skills required in the performance of assigned duties; it is the development of a predictable response to a predictable situation.”[12] Training is doing. It improves an individual or group’s performance and/or knowledge. Harvey Langholtz of the UN Institute for Training and Research (UNITAR) speaks of skills- based knowledge. It is a hands on practical approach involving the operation of equipment, for example driving a 4WD vehicle or disarming a mine.[13] This skills-based training is usually undertaken in short intensive sessions.

Education on the other hand is knowledge-based and can be defined as “the provision of a base of knowledge and intellectual skills with which information may be interpreted reasonably and sound judgment exercised; it is the development of a reasonable response to an unpredictable situation.”[14] It is therefore a cognitive process involving the comprehension of abstract concepts, analyses, and decision making. So for example, if the topic at hand is *negotiation*, the focus might be on how to plan and execute a successful negotiation to ensure the safe passage of humanitarian relief supplies through rebel roads and roadblocks or territory. Such topics as fundamentals of UN peacekeeping operations, the

structure of the UN, its principles and the workings of its various organs may also be included. Generally speaking, unlike training (skills based), education (knowledge based) usually spans over a long time frame. A combination of training and education should be the strategy of choice for those whose responsibility it is to train peacekeepers. Furthermore, in order for the education or training to be successful, learners must be clear from the outset as to the objectives and learning outcomes. They need to know how they will be expected to perform and what tools and techniques they can employ.

3. Serving the Customers: The Key Challenges

3.1. The military customer

Present day peacekeeping poses a range of challenges for military personnel that are unlike those they experience in their usual military routines. As such, it requires them to adapt a new set of attitudes and orientation. Col. Nakagama (Argentine Joint Peacekeeping Operation Training Centre -CAECOPAZ) summed it up well when he said, "...even though only good soldiers can become peacekeepers, not every good soldier can qualify as a professional peacekeepers. Wearing a blue helmet is not enough. It is necessary for a soldier to internalize a completely different viewpoint, to have a different attitude towards war: a soldier who has been trained for war has now to be ready to avoid it, by all means even though he is able to counter with the necessary deterrence capability."[15]

Thus, in the context of a UN peacekeeping operation, the main duty of the soldier is not to achieve the operations' objectives via the use of force, but rather to prevent hostilities by their presence and to protect, support, and help the people. To this end, he must display his military skills in a calm and diplomatic way and act in an impartial manner.[16] So herein lies one challenge of training a soldier for peace keeping getting him to internalize at an individual and cultural level an opposite objective to the one that he was originally trained to achieve.

In addition to refresher training on basic skills such as mine awareness or driving amongst other things, he should also be coached on the importance of working as part of a multi dimensional structure in which he is no longer at the center stage. He has to be flexible enough to operate under a new set of operational and administrative procedures.

An example (as provided by CAECOPAZ) of some of the subject matter covered under pre-mission training includes the political, economic, social, cultural, military, religious, ethnic, and geographical features of the mission environment; international humanitarian law; UN background; mission mandate; Status of Force Agreements (SOFA); Rules of Engagement (ROE); Standard Operating Procedures (SOPs); first aid; communication procedures; stress management; and language training to name a few.[17]

Because military personnel are increasingly interacting at a community level, they need to have an understanding of the impact of socio-psychological processes on behaviour in violent conflict as well as the processes and skills that enable divided societies to reestablish relationships. In other words, they need to develop a specific range of conflict resolution skills.[18] This need for conflict resolution training is emphasized further by the differences between combat skills and peacekeeping skills illustrated in the table following:

Table 1. Military operations and peacekeeping. Differences in behaviour displayed and skills required.

Traditional Military Behaviour	Peacekeeping/Conflict Resolution
No contact with civilians	Intense interaction with civilians (control of hostile crowds, distribution of humanitarian relief to civilian population, disarmament of local militias, etc.); operation with civilian mission component
Basic military skills employed (non-contact skills)	Negotiation skills employed (contact skills)
Destruction of opposing armed elements	Negotiation with opposing armed elements
Adversary role	Pacific role
Identified enemy	No identified enemy/impartial role
End goal: military victory	End goal: resolving underlying conflict causes
Forcible	Consent based

Source: Ramsbotham et.al. (2001). Hawks and Doves: Peacekeeping and conflict resolution. *The Berghof Handbook for Conflict Transformation* Retrieved November 29, 2004 from http://www.berghof-handbook.net/articles/hansen_etal_handbook.pdf

This broad range of training subject matter, behavioral, and practical skills again underscores the fact that in the framework of preparing for peace operations, conventional military training is not enough. You need to move beyond this and provide a more holistic and comprehensive approach. Appropriately so, there have numerous attempts by national training programmes to equip personnel with the requisite skills to better address their new operational environments.

3.2. The civilian customer

Non military personnel are vital to the success of peace operations as they greatly contribute to the peace process and especially to any post conflict reconstruction programmes that may get underway. They are also better positioned to address the root causes of conflict, which reinforces the work of the UN.

The particular demands arising out of a particular conflict situation will dictate the specific category of personnel that are required. There exists a wide variety of civilian actors which to a large extent has served to create confusion and uncertainty as to what exactly it is that these actors are required to do.[19] This has also lead to challenges in the sphere of coordination and cooperation.

Most civilian actors in peace missions originate from either of two sources. They are either appointed by the UN and are not responsible to their national governments or they come from private or non-governmental organizations (NGOs) which fall outside the UN.

They include inter alia human rights monitors; election observers; civilian police; peace monitors; sanctions monitors; disarmament monitors; humanitarian personnel; specialist advisers; security officers; and administrative staff (who serve as staff to the Special Representative of the Secretary General (SRSG). Many of these civilian actors are not utilized exclusively for peacekeeping operations but also partake in preventive diplomacy; peacemaking; and peace building activities in the UN and other organizations. As such, they may undertake such activities as humanitarian assistance; repatriation of refugees, confidence building measures, constitutional development, and political institution building.[20]

In recent years, there has been a greater emphasis on training for civilians. The situation prior to this

was that whilst they had specialization in their particular area of expertise, they lacked the generic and specific skills training necessary to enable them to better meet the challenges posed by the modern peacekeeping environment. In comparison to the training provided to the military, which is more structured and comprehensive, civilian training was largely ad hoc and uncoordinated. The realities of the complex nature of peace missions, coupled with a practical need for highly specialized but non-military skills has pushed this move for improved civilian training.

Some examples of institutions that conduct civilian training include the Lester B. Pearson Canadian International Peacekeeping Training Centre. It aims to contribute to international peace and security via the facilitation of communication and information exchange between the various peacekeeping training centres, including other actors who are concerned with training for peacekeeping. It also affords individuals of different academic, professional, and national backgrounds an oppertunity to acquire the knowledge and practical skills that they will require in order to perform effectively in a peace operations environment. The center runs two categories of courses. Foundation courses are aimed at civilian, police, or military personnel who have limited or no peacekeeping field experience. The advanced courses have a more in depth focus on the complex issues that surround contemporary peace operations. They are thus targeted to individuals who have previous field experience so as to improve upon their competencies in specific subject and skills areas.[21]

The Scuola Superiore Sant'Anna in Italy has an International Training Programme for Conflict Management. Their programme covers such areas as humanitarian and refugee assistance, the fostering of peace and democracy, election observation, and human rights monitoring. They also have a Mobile Training Unit which can be dispatched into the field at short notice for on site training of personnel.[22]

The African Centre for the Constructive Resolution of Disputes' (ACCORD) Peacekeeping Programme is part of the Training for Peace (TfP) Project that was established in 1995 in partnership with the Norwegian Institute of International Affairs (NUPI) and the Institute for Security Studies (ISS).[23]

ACCORD has conducted peacekeeping training work shops in the SADC region and the focus of such training has been civilian-oriented with emphasis on the civilian dimensions of peacekeeping. The methodology of the training programmes is in the form of lectures, syndicate exercises, and role-plays on issues of peacekeeping.[24]

Some of the areas of training necessary for civilian peacekeepers include working knowledge of the UN (or any other deploying organization); an understanding of the peacekeeping fundamentals; security and first aid; stress management; general field skills; cross cultural communication; gender dimensions of conflict civil-military cooperation; and issues pertaining to the sparse and hazardous environments in which they will have to operate.[25]

Their training is also the most problematic to achieve. For one, there exist wide discrepencies in the level of training of the various individuals. They also face such problems as not being able to take time off from their regular full time employment to attend training, they may not have the requisite funding therefor, and then there is the challenge of assembling them to a common location to train as one unit. To this end, the Brahimi Report...

To this end, the Brahimi Report has called for greater attention to the issues of civilian training.

3.3. The civilian police customer

The importance of integrating a CivPol component into peace operations has gained a lot ground over

the years. This trend is appropriate because the restoration and maintenance and law and order is of crucial importance if we are to speak of any post conflict reconstruction process.

Up to 25 percent of UN military and police peacekeepers working in the field are UN CivPol[26]. Their mandates have increased significantly to include such duties as the provision/maintenance of a safe and secure environment, monitoring and reporting on the performance of indigenous police officers, investigating and gathering evidence for cases pertaining to alleged abuses by indigenous police or serious violations of human rights to name a few.[27]

In order to meet these and other tasks and in order to ensure efficiency within this category, experience has shown that training is of the essence. This training should be a combination of general peacekeeping training and mission specific training. Thus the content should cover such areas as the political and historical background to a conflict; UN standards and guidelines for operation; mandate; human rights; civil-military cooperation; as well as practical skills such as map reading; language training; operation of machinery and vehicles; and the correct usage of communication equipment. Furthermore, because CivPol usually work and live in non-combat areas, they have to be prepared on how to live and work in such hostile (i.e. combat) environments.

Member states have the primary responsibility for training CivPol and as such there have been wide disparities observed in the skills, abilities, and level of professionalism of the different contingents. These disparities were particularly highlighted in such recent peace operations as the United Nations Transitional Assistance in East Timor (UNTAET) in which some of the problems experienced by the Australian Federal Police (AFP) were that apart from the complexities of integrating multinational CivPol contingents, many of them were poorly selected, trained, and equipped with little knowledge or understanding of the country into which they were deployed or the role of the UN in the mission. Some police were unable to communicate effectively in English while others were extremely young and without the relevant policing skills.[28]

It is difficult for some countries of the developing world to meet these quality requirements in the preparation of their CivPol for deployment. Thus a main challenge and priority has been in devising ways in which to decrease the gaps between the different national contingents so as to inject into the CivPol element high levels of professionalism which will serve also to boost their credibility and standing in the communities which they serve. In consultation with member states, the DPKO CivPol Unit created a model UN CivPol course curriculum for use in peacekeeping[29]

This was an important development in light of the fact that CivPol were recruited from several different countries who would, "...require some directives for standardization in preparation and training in order to gain and maintain a balanced profile of professionalism and operational efficiency..."[30] The basic aim of this curriculum was to try and make available a minimum base of standards for training for CivPol contributing member states.

There has been a strong emphasis on the necessity of in addition to specific training tailor suited to the needs of each individual component, conducting joint training amongst them.

This is particularly in light of certain frustrations that exist between the military and non military components that if not well managed can serve to ultimately undermine the operation on the ground. These include (but are not limited to) *differing value systems*- NGOs value the input and participation of those amongst who they work. Generally speaking they are consensus based and non conventional. This stands in contrast to the authoritarian and rigid structure of the military. They have *differing organizational structures*. The military is more hierarchical with strong leadership. Their *decision making*

processes are different. Whereas the military is highly centralized with a task driven decision-making process, NGOs delegate responsibility and tend to take big decisions at the lower ends. Lastly, the military perceive NGO proceedings to be inefficient and contrary to consent building at the higher levels. This could be as a result of a needs based approach which can have a negative impact on perceptions of impartiality.[31] NGOs may also be reluctant or unwilling to cooperate with the military as a result of bad experiences which they may have encountered in some countries, where the military elements have been the source of some of the very atrocities that they (NGOs) seek to remedy. Furthermore, for NGOs, working with the military may serve to compromise their impartiality, which affords them the best defence. The military in turn can become aggravated by the large number of NGOs operating within a mission as not only are they hard to keep track of but they have varying degrees of efficiency which makes it hard to asses their abilities.

These types of frustrations as briefly described above serve to illuminate some key dilemmas confronting the military and civilian components. Firstly, civil-military cooperation is essential for mission success but at the same time parties to international conflicts may sometimes not approve of or trust such liaisons between the military and civilians. Secondly, military forces seek to accomplish objectives whereas civilian actors tend to adopt a more long-term view. And thirdly, in the ideal situation, civilian actors would rather work independently of the military. However, the reality in most cases is that the former are dependent on the later for security.[32]

Training and education serve as important ways in which to mitigate these obstacles and dilemmas and facilitate a better understanding between the two. In this way, they learn each other modus operandi and approaches in a peace operation. They can also establish and maintain better channels of communication which may lead to improved cooperation and coordination. One approach to drawing together the military and civilian communities as suggested by the Challenges Project would be to develop a list of principles that can serve as a foundation for inter-community discussion, including cultural awareness, communication, unity of effort, shared responsibility, consent, transparency, patience, and understanding.[33] Furthermore, whilst it is a challenge (as will be discussed later) the ideal time to conduct such training is in the pre-deployment stage as leaving it until after the mission is deployed may only serve to delay the commencement of more pressing activities as valuable time is devoted to trying to learn each others modus operandi.

The remaining discussion will serve to further illuminate these challenges, what implications they have on a missions' effectiveness, and then look at some ways in which we can address them.

4. Training Methodologies

"*We should keep in mind that the best training manual and tools are of little value if the delivery of training is flawed*."[34]

There are several ways of providing training and- based on factors such as the material to be learnt, the audience receiving the material, the timeframe they have to acquire the knowledge- important consideration should be given as to which methods are the most adequate and effective. The next section will turn to 3 methods, namely, *Information Technology and (in particularly) Distance Learning; Classroom Training; and Field Training Exercises*. Each of these have opportunities and limits that are important for us to explore and understand if we are to later effectively be able to review, evaluate, and improve upon them. There must be efficiency in our methods.

4.1. Information technology and distance learning

The revolution in Information Technology is stunning to say the least. It has greatly increased and improved training opportunities and the potentials and benefits thereof should be fully explored for the preparation of personnel for peace operations.

Multidimensionality and multinationalism in current day peacekeeping operations pose financial and time related restrictions on conventional training.

Training can be restrictive in terms of the costs involved, the geographical distance of the recipients, and availability, or rather, non availability of time. Traditional military training exercises for instance can become a financial headache when you consider the cost implications of assembling a large multinational force to undergo training at a common location. There are several considerations that need to be factored into the equation, such as, the transport costs involved in moving personnel from their national posts to some distant training location that may be on the other side of the continent, and then once in the training environment, the added costs of moving personnel around the field. Closely related to this are the fuel and maintenance costs of vehicles and other machinery and equipment that are to be utilized in the training exercise.

There may also not be a significant window of opportunity within which to hold a combined training exercise in the instance of short notice deployments.

Computer simulation is one interesting approach being explored by the U.S. Institute for Defense Analysis (IDA). IDA has developed the Synthetic Environments for National Security Estimates S.E.N.S.E which basically involves the virtual simulation of a peace operation environment affording the students the opportunity to identify potential crises, explore available options, input decisions and take actions, and then see the consequences of these actions.[35]

Peacekeeping simulation via the computer simulation route of the IDA may be a long way away from becoming the mainstream way in which peacekeeping personnel are trained for their duties. From a surface glance it appears to be expensive in terms of the technology you would be required to install at the outset, an expense that many involved in training may not readily be able to entertain. However, it can be for all the reasons mentioned an invaluable interactive experience.

In an environment where the demands of peacekeeping are becoming complex, IT whilst not a panacea for all the problems that may arise can offer some comparatively cost effective methods for training personnel and thus contribute to overall operational success. With this in mind, it is critical for the peacekeeping community to better acquaint itself with the various technologies and explore innovative ways of making them an integral component of their training programmes.

One of the immediate advantages of computer-based learning is that it does not require the learner to travel to a separate location, as he has the required information at his fingertips with the click of a key. From right behind his desk, the learner can access a variety of materials on the World Wide Web from an array of electronic resources and for the large part at no extra cost to himself. Having said this, it is noted that use of a computer or internet services may be a difficult and or costly luxury to come by for those based in the developing world where access can be significantly curtailed in areas beyond the major cities and economic centers.

Currently *distance learning* is arguably one of the best methods of delivering high quality, coherent, and consistent training. It also affords us an opportunity to deliver a standardized body of material that remains under central authority. It may be packaged in a varying number of ways, including print (books; course packs etc.) and electronic (computer, satellite, and video) mediums.[36]

A distance learning programme of note is that of the United Nations Training and Research Institute Programme of Correspondence Instruction (UNITAR POCI). This programme offers 16 self paced distance courses in UN Peacekeeping[37]. The fact that the courses are self paced caters for differences that may exist in the knowledge of individual learners. Thus weaker students are not placed under pressure to go at the pace of the stronger and neither do the stronger have to move at a slower pace.

Students can pick and choose courses of their interest or they may enroll in a three-part programme which combines 12 self-paced distance courses, a resident classroom course, and an original research paper which upon successful completion, qualifies the student for a *Certificate- of- Training in United Nations Peace Support Operations*.[38]

Distance learning is however disadvantageous in the sense that it has a tendency to isolate a learner from interacting and exchanging ideas and information with others on a person to person and face to face level. Programmes such as UNITAR POCI do try to bridge this gap via such methods as internet chat rooms in which students and instructors can engage, but it is qualitatively not the same as bringing them physically into the same room. Indeed it can be said that distance learning is not a substitute but an added compliment to more conventional methods of training and education as offered by national and regional peacekeeping training centers. For the large part, peacekeeping training remains a national responsibility.

It is however the most suitable method of delivery when the task at hand is knowledge based emphasizing doctrinal, policy, legal, procedural, and administrative issues. It is also preferable in the instance that the target audience is large and distributed over a wide geographical area and when there are limited financial resources available.[39] It also offers a useful solution for those people who are involved in a primary job and cannot easily take time off to attend training courses, a situation which as already discussed holds particularly true for civilian workers. If they cannot go to training, the training must go to them.

4.2. Classroom training

Classroom training stands in contrast to distance learning. It is beneficial in circumstances where there is a relatively small body of students who ideally are spread within a reasonably close geographical space. In addition to going over concepts of a generic nature, the emphasis in this type of situation is acquiring and undertaking more practical or skills based tasks under the direction of an experienced trainer. It further facilitates question and answer sessions between the trainer and trainees and affords the students an opportunity to interact and have a direct professional exchange which hopefully will result in the generation of new ideas.

Though this method of learning takes place in a classroom setting, learners should not merely listen and warm chairs. The content of conventional lectures has been known to go in one ear and out the other. Therefore classes should not be static but should be stimulating allowing in addition to lectures, class participation and opportunities for group work, case studies-which call on students to exercise their problem solving skills, role plays and so forth.[40]

The main disadvantage thereof is that it can be expensive. Says Langholtz, “If students salaries are calculated at even the modest amount of US$25000 per year, this is a daily rate if a little over $100 per student per day in salary. Added to this the cost of temporary housing and meals and the daily cost will total $150, for a two week course the cost for each student is $2, 000 or for a class of 30 it is $60,000.”[41] He further considers the additional costs of salaries payable to the instructors as well as the administra-

tive staff at the resident training facility.

Distance learning and classroom training are complementary. Where one is weak, the other offers a remedy. Thus they should be used in combination with each other as well as with other methodologies so as to ultimately reach our peacekeeping objectives.

4.3. Field training exercises

Field Training Exercises (FTX) simulate actual operations in the field and aim to provide a close to real life training environment which exposes the participants to a varying number of scenarios and tasks that they may encounter in an actual operation. In Exercise Cabanas conducted July 26 to August 21 1998, some of the tasks exercised included, locating, recognizing and marking mines; reporting causalities; searching vehicles and buildings; establishing and supervising traffic control points; planning and conducting patrols; reacting to terrorist and insurgent incidents; escorting convoys delivering supplies and humanitarian aid; establishing and securing a distribution sight; and conducting liaison with local authorities.[42] Thus a central focus of FTXs is on the improvement of skills. They also provide an excellent opportunity to train the military, civilian, and police components together. This is critical in reflecting the multidimensionality required in responding to complex crises.

Mission specific training[43] for a multinational contingent presents a problem in that before we can commence it, there needs to be a mandate in place as well as an understanding of the concept of operations and area of operations.[44] In this way FTXs are such a critical compliment to training. They can be scheduled several months in advance and the only mandate that they require is in the context of a simulated scenario.

The disadvantage of FTXs is that they require extensive amounts of logistics, planning, and coordination, and they also entail high costs in today's already resource constrained environments. This intensive preparation and planning also implies that the best time to undertake FTXs is well before deployment. It is a difficult and unfeasible task to timeously assemble a vast body of personnel to a common training environment and then send them into a mission. This must be done preferably months ahead of time.

Nevertheless, FTXs provide an excellent opportunity to train the military, police, and civilians jointly, in a relatively safe and controlled environment, thus leaving room for error without permanent consequences and which ultimately provides for a learning opportunity. If we work from a belief that people tend to remember better those things that they *do* as opposed to seeing and hearing, then FTXs are an invaluable source of skills building and enhancement, and in particularly for the civilians, a necessary pre-deployment experience to as closely as possible acquaint themselves with some of the hardships they can expect to face in an operation. In order to capitalize on this potential, there needs to be more investigation into how such exercises can be conducted in a more consistent, cost effective, and timely manner. This will require a tireless effort from all the various actors involved.

5. The Challenges in Conducting Multinational Pre Deployment Training

What we can deduce from this preceding discussion is that the existing methodologies offer limited avenues for us to conduct multinational training. The simple logic is that if we are to work together, we in all earnestly are obligated to train and prepare together so that when we enter into a conflict environment, we represent a unified whole.

The different national contingents bring to the table varying degrees of professionalism, standards, and doctrines. This very fact necessitates a streamlining of these standards as well as some form of unity in training procedures. There needs to be a stronger momentum in the direction of developing innovative ways of better enabling multinational training.

Meeting the challenges requires us to first identify the problem. Is it a question of time, or money? Secondly, we need to prepare a strategy for overcoming the problem, very simply, what steps do we need to take and how will we take them, and thirdly, we must execute our strategy. Whilst there may be sincere attempts to identify the challenges and good solutions are put to the table for exploration, they are often slow to be actioned.

As already mentioned, one of the main dilemmas of conducting such multinational exercises is the financial costs involved. However, there is a realization that it is in the long run a necessary investment because it sharpens the skills edge of a contingent, which creates efficiency, and which ultimately means that peacekeepers are doing a qualitatively better job on the ground.

Burden sharing- which involves an integration of national efforts- offers one way in which we can address feasibility questions. No one actor can, and nor should they be expected to unilaterally undertake all the logistics planning and preparation for an exercise. Countries within a geographical region should jointly establish an inventory of resources and capabilities.

With this in mind, the Nordic model for training peacekeepers is one that is worthy of investigation and where practical, can be adapted to other regions. The Nordic effort occurs within the framework of the Nordic Coordinated Arrangement for Military Peace Support (NORDCAPS)[45]. NORDCAPS places an emphasis on conducting cost effective training and education with the rationalization that if we have the same needs, why should training only be conducted nationally? Within this framework, each nation is designated a “Role Specific Function”. Thus Sweden is responsible for Staff Officer training, Finland for Military Observer training, Denmark for Civil-Military cooperation (CIMIC), and Norway for Logistics.[46] Such a division of responsibility for training is beneficial on several levels. For one, if personnel are trained exclusively at a national level, there is a risk for significant diversion of doctrines and methodologies or of personnel undergoing training that is for the most part irrelevant and inappropriate to the challenges of current day operations.[47]

Thus it promotes standardization of training content and methodology and the establishment of centers of excellence; a more efficient utilization of scarce material and human resources; avoids duplication and overlaps of duties and therefore facilitates the kind of cooperation that enables us to cost effectively assemble a multinational contingent for training; it also facilitates the erosion of cultural biases and misunderstandings that can negatively affect cooperation and in this way it creates a feeling of oneness, that we aren’t disjointed fragments randomly thrown together but a unified whole assembled to achieve a set of common goals.

6. Building the Capacity of Training Centres

There exists great room for improvement in the capacity building of training institutions. When examining the challenges of peacekeeping training, there seems to be a tendency to focus heavily on such issues touched upon in the preceding discussion, namely, how to coordinate and conduct specific and joint training for the military, police, and civilians; how do we select trainers; standardization of training programmes and content whilst still respecting the fact that training remains a national responsi-

bility; and what methodologies do we employ? Not nearly enough mention is made or attention paid to examining and then finding ways to address some of the real challenges faced by some national and regional training centers. The experiences of the Malaysian Peacekeeping Training Center (MPTC) and the Peacekeeping Training Center for Civilian Police in Bangladesh provide us with some rather insightful ideas as to some of the problems that can face an institution in its training efforts.

In 1993 and 1994, Malaysia deployed peacekeeping troops into Somalia and Bosnia Herzegovina. It became a top ten TCC. To better prepare Malaysian personnel, the MPTC was established in January 1996 with a mandate to prepare police and civilian personnel for operational duties in peacekeeping missions.[48] Since its establishment the center has conducted courses for both local and foreign participants including 13 UN Military Observers Courses, 3 UN Logistics Courses, and 9 Pre Deployment Courses.[49]

From its initial establishment, the center faced several challenges including but not limited to a *lack of facilities*- there were delays in establishing a permanent complex for the center in addition to a lack of training aids necessary for conducting military observer training such as 4WD vehicles, as well as an inability to conduct computer based training or technology based training (CBT/TBT); *an inadequate training resource center*-critically lacking in relevant peacekeeping related documents, books, and other such materials thus seriously undermining the research activities of participants; *lack of realism in FTXs*-brought about by such factors as a small exercise area (approx. 15k radius) which distorted the participants perception of space and time in a real mission and hampered the ability of military observers to carry out meaningful vehicle patrols; and *inadequate human resource support*-apart from being critically understaffed, most officials only had training in general peacekeeping subjects whilst other ranks had no peacekeeping experience. There was a lack of in-house experts in the areas of Disarmament, Demobilization, and Reintegration (DDR); Civil-Military Cooperation; UN Logistics; Humanitarian Assistance and Disaster Relief; Information Technology and International Relations or Strategic Studies.[50] To this end, the Center of Excellence in Disaster Management and the Norwegian Defence International Center provided the MPTC with various subject matter experts in the conduct of Military Observer and UN Logistics Course.[51]

Bangladesh is one of the UN's top police contributing countries for Peacekeeping Operations. Its training programme for CivPol was only established in 1999. Its trainers comprise of officers with mission experience who are called upon for a limited period. Training is conducted in two phases. In the first, eligible officers are schooled on how to prepare the test conducted by Selection Assistance Teams.[52]

Training at this level covers English language, driving, and shooting skills. Officers that are selected by the Selection Assistance Teams (SAT) are then forwarded to the second phase which includes a brief on the historical and political background, administratative structure and common functions of the mission in which they are to deploy.

Other topics covered include discipline related issues, military-CivPol relations, DDR, CivPol assistance in humanitarian and electoral matters amongst others as well as stress management.[53] Some of the challenges that plagued the Bangladesh center included the difficulty in qualifying for several willing participants due to their failing the English language test. English is not a widely used medium in the country but it is an essential pre requisite as it is most commonly used in peacekeeping operations. Furthermore, because of pervasive internal commitments, several CivPol are already overworked and stressed. Thus they barely have spare time in which to undergo the necessary language or skills train-

ing. They are also not easily able to take great amounts of time off to attend training courses. The center was also lacking in resources and adequate facilities.[54]

In spite of these challenges it can be observed that the above two centres have managed to somewhat effectively train and prepare personnel. Having said this, it is so important to emphasize that for a training center to function at its optimum, it must be well equipped and it must not only be well staffed but the trainers must be efficient and effective. The national capacities of centers particularly located in the developing world must be strengthened and more readily supported because after all, it is the developing countries that are the backbone in terms of provision of humanitarian resources.

This support and assistance can take many forms. *Training Assistance Teams* (TATs) are assembled on an ad hoc basis and may be called upon by a particular country in need of training related assistance. UNTAT members are selected for their specialized skills. For the large part, they have focused on "training the trainers" programmes and have significantly contributed to the maintenance of standards.[55] (Train the trainer programmes involve the training of national military instructors who in turn train their national contingents.)

The International Association of Peacekeeping Training Centres (IAPTC) can be a useful tool for the capacity building of training centers. Initiated in 1995 by the Pearson Peacekeeping Center, it represents a voluntary association of centers and institutions concerned with peace operations research, education, and training. It serves as a useful contact point between all those interested in enhancing the effectiveness of peace operations. The association has a worldwide membership base which provides one good opportunity to bring trainers from all the different regions together, and conduct some form of training workshops tailored to the needs of the trainers. The logic of since we work together we should train together should apply not just exclusively to the personnel who are going to be deployed but also to their trainers whose responsibility it is to train them.

The issue of the criteria we use to select trainers also deserves attention. That they have peacekeeping experience is one important criterion. This fact was underscored in an evaluation of the African Centre for the Constructive Resolution of Dispute's (ACCORD) Conflict Management Course for Peacekeepers where in was observed that, "The lack of practical peacekeeping experience of those involved in designing the scenarios is the main cause of the course shortcomings. The main shortcoming is in the design, development, and presentation of the course at a macro-level approach employed by ACCORD. This could be attributed to the lack of mission experience, as such trainers are unable to provide specific and practical peacekeeping environment scenarios when developing modules and examples for presentation."[56] Most of the content of the ACCORD training course is developed via a combination of the academic knowledge of the instructors and the practical field experience of the course participants.

As per Col. Rajput of the Centre for UN Peacekeeping (CUNPK) India, the following are the criteria they use in selection of trainers: (a) Officers should have field experience as Military Observers/Staff Officers or Contingent Officers, depending on the type of course for which they are earmarked; (b) Preference is given to officers who have participated in more than one UN peacekeeping mission; (c) They should preferably have previous experience as instructors in Category 'A' Training Establishments of the Army; (d) Two-third should be posted at New Delhi at the time of assignment, balance being drawn out of out-station units/formation; (e) The preferred rank structure is Major to Colonel, or its equivalent from the Air Force wherever applicable.[57]

Thus as we can see, there is a heavy emphasis placed on experience.

In an ideal situation, a training centre should have instructors which possess both practical field experience and a sound scholarly knowledge of the fundamentals (and beyond) of peace operations as a form of quality assurance. It will also go a long way towards swinging the training pendulum further away from ad hocism to professionalism. In a case such as that of ACCORD where the trainers are more academically orientated, there should be a proactive effort to bring trainers with field experience onboard. In this way they can better circumvent the difficulties they experience when developing training modules.

Apart from the issue of the necessity of experience, instructors need to have an even temperament, patience, and a positive outlook. Though their primary duty is to impart knowledge, they must exhibit a readiness to learn from the experience of their students. A trainer should be "willing not only to share experience but importantly to listen and value others."[58]

Another form of assistance can come by way of engaging in a professional exchange of staff, programmes, and training materials with other centres. Perhaps this is part of the implication, and call by Col. Rajput when he in responding to the question of the challenges his centre faces says of external support, "Although we regularly interact with other centres to remain updated ourselves, these interactions have been limited to only exchange of ideas. The UNDPKO has agreed to sponsor a few international candidates for participation in our courses/capsules, the funding support for which will be provided by them."[59] Thus professional exchange is one way of ensuring an efficient utilization of scarce resources and it goes a long way in facilitating cooperation, transparency, and standardization between and amongst the different centres.

7. Conclusion

This paper has highlighted the following issues. Training has to be mindful to cater to three main categories of customers, the military, the civilian, and the police who have multiple points of interface within a peacekeeping operation environment. They each have unique training needs based on the specific role that they will be assigned in a mission. They also have common training needs that will need to be harnessed to ensure smoothness in operations. Thus the challenge becomes one of how do we provide these groups with specific training based on the roles they will be assigned and then how do we parallel training amongst them in light of the importance of conducting joint training. They have to be brought together at some point prior to deployment. Leaving it any later will mean delays in starting the main objectives of the mission as set out in the mandate. To this end, field training exercises while costly provide one of the best opportunities to conduct joint training. We need to investigate how these exercise can be conducted in a more consistent, cost effective, and timely manner.

Another challenge pertains to methodology. There are several methods that have been mentioned, including information technology and in particularly distance learning; classroom training; and field exercise training. Each has strengths and weaknesses. In choosing the most appropriate method of training, consideration must be given as to the material we aim to teach-is it skills based or is it knowledge based, who is the target audience and what is their geographical location in relation to one another, what is the time frame within which we have to work, what resources do we have available. All of these considerations will dictate the most appropriate method to employ at a specific point in time.

From the discussion it becomes clear that the methodologies offer limited avenues for conducting multinational pre deployment training. This is important because the different national contingents

bring to the table variations in professionalism, standards, and doctrines. Thus there is a need to establish unity and minimum standards so as to ensure that all personnel integrated into an operation can be expected to perform at a certain level, with certain basic efficiencies. To this end, it is so important for UN member states to support and encourage the organization to develop a doctrine for the successful conduct of future peace operations.

One area that does not receive nearly enough attention is that of building the capacity of training centres. The examples cited point mainly to challenges such as lack of the relevant material resources and inadequate human resource support. In order for a centre to function at an optimum it has to be well equipped and staffed with capable staff. Centres particularly of the developing world should be better assisted and supported. Training assistance teams offer one form of support. They have for the most part focused on training the trainer programmes. The issue of which criteria we use in selecting trainers is important. The best trainer is one that has both practical field experience and a sound knowledge of the fundamentals of peace operations. Also important is that they display a willingness to learn from the students. Professional exchange of staff, programmes, and training materials between centres is another form of assistance that should be better strengthened and coordinated. It offers also a way to better utilize scarce resources and further aides in the establishment of standards in training content and materials.

In order for peace operations to be successful, it is imperative to create an adequately trained and prepared pool of personnel. For a peacekeeper to be an efficient part of a dynamic system that aims to mitigate as far as possible the catastrophic consequences of conflict around the world, he or she must be adequately schooled and trained for the job that he is expected to perform.

Notes

(1) United Nations Charter, Article 1.

(2) Eash, J., (2001-01, Winter). New instruments for war and peace. *Joint Force Quarterly*, No.27. p.96

(3) OCHA Orientation Handbook on Complex Emergencies, (1999, August). Retrieved December 9, 2003 from http://www.reliefweb.int/library/documents/ocha__orientation__handbook_on__.htm

(4) Dennis C. J., (2001). *Why Peacekeeping Fails*. New York: Palgrave, p.13

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(6) Otunnu, O. A. and Doyle, M. W. (eds.) (1998). *Peacemaking and peacekeeping for the new century*. Lanham: Rowman and Littlefields Publishers, p.3

(7) Harleman C., (1998). Civilian Peacekeepers: A Future Challenge. *ACCORD Occasional Paper*, 1, pp. 2-3

(8) Ramsbotham et.al. (2001). Hawks and Doves: Peacekeeping and conflict resolution. *The Berghof Handbook for Conflict Transformation* Retrieved November 29, 2004 from http://www.berghof-handbook.net/articles/hansen_etal_handbook.pdf

(9) Ibid.

(10) For further information on the SGTM please refer to http://www.un.org/Depts/dpko/training/sgtm/main.htm

(11) The Challenges Project started in Sweden in 1997 and has dedicated itself to sharing and developing ideas on how to better prepare for and conduct multilateral peace operations. Its membership includes some 240 organizations and 55 countries. To date there have been 15 international seminars hosted by an international network of partner organizations in cooperation with their national peacekeeping training and education facilities.

(12) The Challenges Project, *Challenges of Peace Operations: Into the 21st Century-Concluding Report 1997-2002*, Elanders Gotab, Stockholm. p. 231
(13) Ibid. p.131
(14) Ibid.
(15) Nakagama, M., (2002). "The Argentinean Experience," In M. Blagescu and A. Schnabel (eds.) *Reforming UN Peace Operations: New Challenges for Peacekeeping Training, Tokyo*: United Nations University Press, p.78
(16) Centre for UN Peacekeeping- India. *Training for Peace*. p.9
(17) Nakagama M., op.cit. p.73
(18) Ramsbotham et.al. op.cit.
(19) De Coning, C., (1997). "The political and civilian role players in peace support operations." Paper presented at the *Workshop with Civil Society on the Draft Policy Paper on South African Participation in Peace Support Operations*.
(20) Ibid.
(21) For further information on the Pearson Center see www.peaceoperations.org
(22) De Coning, C., and Ladisch, V., (2002). The training of Civilian Specialists for United Nations Peace Operations: A report on the seminar on civilian peacekeeping. *ACCORD Occasional Paper*, 3, p.5
(23) For further information on this project and its partners please refer to Royal Norwegian Ministry of Foreign affairs, "*The Project Training for Peace in Southern Africa*" Evaluation Report 3/2000
(24) Ogunsanya, V.O. (2002). "An Evaluation of the role of United Nations Civilian and Military Peacekeepers, with Particular Reference to Conflict Management Training in the SADC region." (Master Thesis, University of Natal, Durban)
(25) De Coning , C., and Ladisch, V., Op.cit. p.45
(26) The Challenges Project Op.cit p.155
(27) MacFarlane, J., and Maley, W., (1998). Civilian Police in UN Peace Operations: Some lessons from recent Australian experience. In R. Thakur and A. Schnabel (eds.) *UN Peacekeeping Operations: Ad Hoc Missions, Permanent Engagement*. New York: United Nations University Press. pp.186-187
(28) Ibid.
(29) Other documents produced by the CivPol Unit have included the Selections Standards and Training Guidelines for UN Civilian Police; English Language Course for UN CivPol; and the UN Civilian Police Handbook.
(30) Peacekeeping Training: United Nations Civilian Police Course Curriculum, Preliminary Draft, New York: UNDPKO, October 1994; United Nations Civilian Police Handbook ,New York: UNDPKO, November 1995
(31) Flint, E., (2001) "Civil-Affairs: Soldiers building bridges" In D.S. Gordon and F.H. Toase (eds.) *Aspects of Peacekeeping*, London: Frank Cass Publishers, p.246
(32) The Challenges Project op.cit. p.148
(33) Ibid. p.151
(34) Schnabel A., "New Challenges in Education and Training." Presentation at Annual General Meeting of the International Association of Peacekeeping Training Centers, Germany, 19-24 October 2003.
(35) Boltz D. G., (2002). "Information technology and peace support operations: A relationship for the new millennium." Virtual Diplomacy Report (VDS 13)
(36) Langholtz, H., "Distance training in peacekeeping for military, civilians and police," In M. Blagescu and A. Schnabel. op.cit pp.130-137
(37) For a complete listing of courses offered by UNITAR POCI refer to http://www.unitarpoci.org/en/extra/brochure. pdf

(38) *The Certificate -of- Training in United Nations Peace Support Operations* (COTIPSO) is offered by UNITAR POCI in conjunction with the United Nations Department of Peacekeeping Operations Training and Evaluation Service (DPKO TES), and a number of affiliated peacekeeping training centers and selected universities.

(39) Langholtz, H., Op.cit p.134

(40) Such is the strategy employed by the African Center for the Constructive Resolution of Disputes (ACCORD) in its Conflict Management Course for Peacekeepers. In Ogunsanya, V.O. op.cit

(41) Ibid. p132

(42) United States Department of Defence, U.S. Southern Command, "Cabanas 98", Slideshow document, April 8, 1998. Retrieved 25 September, 2004 from http://www.ciponline.org/facts/caba.htm

(43) This type of training is given to personnel who have been assigned to a specific mission. Thus personnel are given information about the profile of the country into which they will be deployed-the political, social, cultural, ethnic conditions- the mandate of the mission and other issues relevant to the conditions in which they will work.

(44) Malan et.al. (1997). African capabilities for training for peace operations. Monograph *No.17*. Retrieved November 18, 2002, from http://www.iss.co.za/Pubs/Monographs/No17/Contents.html

(45) Stenback, U., (2002). "Challenges of training peacekeepers in Europe: the Nordic experience," In M. Blagescu and A. Schnabel. Ibid. p.83

(46) Ibid.

(47) Malan et.al. op.cit

(48) Ahmad, J.A., (2003). Malaysia's peacekeeping effort: A personal perspective. *The Liaison*. Vol.3.No.1

(49) Ibid.

(50) Ibid.

(51) Ibid.

(52) Selection Assistance Teams are comprised of UN representatives sent to member states prior to deployment to test the suitability of potential CivPol. The use thereof has led to a measurable improvement in the quality of CivPol candidates which has had a positive impact on the overall achievement of the CivPol mandates.

(53) Pathan, A.U., "Challenges of training Civilian Police for Peacekeeping Operations in Bangladesh," In M. Blagescu and A. Schnabel. op.cit pp. 61-62.

(54) Ibid.

(55) The Challenges Project, op.cit p. 245

(56) Comments adapted from Kwezi Mngqibisa, Manager Peacekeeping Programme at ACCORD on the Conflict Management Course for Peacekeepers. In Ogunsanya, V.O., Op.cit

(57) R.K. Rajput, Centre for United Nations Peacekeeping, India. personal communication, 28 September 2004

(58) Kent V., (September 2004) Institute for Security Studies, Pretoria. Personal communication

(59) Rajput, op.cit

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